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ABSTRACT

A preparatory business program was developed to allow educationally disadvantaged business students enrolled in developmental studies (remedial reading, English, and math courses) to obtain a full course load of twelve or more hours without having to enroll in regular business courses. To develop a model business preparatory program for adaptation by other North Carolina schools, various investigations were made. Eighteen business students, enrolled in developmental courses, were interviewed to determine why they often failed regular business courses. It was concluded that these students with average/above average success in developmental courses were expected to perform on a higher academic level in regular business courses than in developmental courses. Various instructional resources and materials and developmental business programs at Forsyth Technical Institute and Fayetteville Technical Institute in North Carolina were studied. A preparatory business program incorporating career guidance and offering business courses to familiarize students with business and economic principles and practices was developed. (The appendixes, which comprise the bulk of this document, contain the developmental business curriculum, student survey, and project evaluation. Also included are the course descriptions, general and specific objectives, and outlines for introduction to business occupations, modern business practices, bookkeeping, consumer economics, economics of the free enterprise system, pre-business mathematics, and study skills.) (Author/CSS)

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OCCUPATIONAL EDUCATION EXEMPLARY PROJECT FINAL REPORT

DEVELOPMENT OF A MODEL PREPARATORY BUSINESS PROGRAM FOR EDUCATIONALLY DISADVANTAGED STUDENTS

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SEPTEMBER 30, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DEVELOPMENT OF A MODEL PREPARATORY BUSINESS PROGRAM FOR DISADVANTAGED STUDENTS

Martin Community College (MCC) serves a tri-county area consisting of Martin, Bertie, and Washington Counties. Although the area is predominantly agricultural, gains have been made in recent years in attracting new industries to the area. The 1970 Census showed the percentages of total males and total females in the MCC service area to be above state percentages for total males and total females with incomes below poverty level. The percentages of total males and total females in the MCC service area with less than eight years of schooling are also greater than the state percentages. The percentages of total males and total females in Martin and Bertie Counties who are high school graduates are lower than state percentages. These statistics, as presented in Appendix A, indicate a population which is economically and educationally disadvantaged.

Martin Community College follows an open-door policy of admitting a student to the College. With few exceptions the student can enroll in the educational program of his or her choice. Upon being admitted to the College the student is administered the Comparative Guidance and Placement Test (CGP) to determine reading, English, and math competency levels. Students who score below designated cut-off scores are advised to enroll in appropriate developmental courses designed to build reading, English, and math skills (Developmental Studies). However, students who score low on the CGP are not required to enroll in developmental studies and there are some students who elect not to do so.

In the fall of 1977 Martin Community College had a total enrollment of 701 students. Out of this total, 27 percent of the total school enrollment or 187 students were enrolled in business programs offered by the College. Of the 187 business students, 76 students had enrolled at MCC for the first time. Fifty-seven percent of these students enrolled in one or more developmental studies courses. In June, 1978, 74 percent of the 1978-79 applicants for business programs needed one or more courses in developmental studies as evidenced by test scores on the CGP.

The educationally disadvantaged student who elects to enroll in developmental studies, who is highly motivated, and who has appropriate career aspirations may succeed, but so far MCC is experiencing a high dropout rate and high course failure rate among the educationally disadvantaged. These students are academically weak and they lack sufficient career planning data from the home and from the College. It is the opinion of business instructors at MCC that these students enroll without the prior exposures, knowledge, and skills needed to succeed in the business programs. William Moore, Jr. in his book, Against the Odds: The High Risk Student in the Community College, describes the disadvantaged student as coming from

no single race nor being any single color. He or she comes from a region of the country or section of the city which is rich in its own traditions but which fails to prepare its members for success in society.[1]

Martin Community College was faced with the problem of a high course failure rate by business students who were enrolled in Developmental Studies courses. Students who were advised to take developmental courses and who elected to take the recommended developmental courses could enroll only in a maximum of nine quarter hours of developmental courses. To obtain a full course load consisting of twelve hours the student also had to enroll in regular business courses. The student who enrolled in developmental studies courses and in regular business courses was expected to perform on two different levels. Of the 42 business students enrolled in developmental studies in the fall of 1977, 73 percent failed one or more courses. MCC felt that this contradiction in terms of the expectations of students should be corrected.

MCC applied for a grant to fund the development of a preparatory business program which would allow a business student enrolled in developmental studies to obtain a full course load of twelve or more hours without having to enroll in regular business courses. The grant, which was approved, permitted MCC to study the needs of the educationally disadvantaged student, to determine what other community colleges and technical institutes were doing for these students, and to develop a model business preparatory or developmental business program that could be modified and used by other schools in North Carolina.

MCC interviewed eighteen business students who were enrolled in developmental courses during fall, winter, or spring quarter of the 1977-78 school year. The purpose of interviewing these students was to determine the reasons they had so often failed regular business courses. These students had had average and above average success rates in the developmental courses. Many responded that the regular business courses were "just too difficult." "Just too difficult" reflects that these students were expected to perform on a higher academic level in the regular business courses than in the developmental courses. Students expressed various opinions why they failed regular business courses.

Other community colleges and technical institutes in North Carolina offer developmental business programs of one or more developmental business courses. Forsyth Technical Institute, Fayetteville Technical Institute, and Lenoir Community College were contacted to determine what these schools were doing for the educationally disadvantaged student. Forsyth Technical Institute and Fayetteville Technical Institute were selected for study since both of these schools offer comprehensive developmental programs. Lenoir Community College offers a pre-business mathematics course that prepares students for enrollment in the regular business math courses.

Other factors studied in this project were the instructional resources available at MCC and the instructional materials used in developmental business courses offered at other schools. The textbooks used for regular business courses at MCC were examined to determine the level of difficulty.

Through this grant, MCC has developed a preparatory business program that incorporates career guidance and planning and which offers business courses designed to build familiarization with business and economic principles and practices. The curriculum, as presented on pages vi, vii, and viii*, provides for course progression that will prepare students for entry into the regular business program. Other schools in North Carolina may offer the curriculum as prescribed or modify the curriculum to meet the needs of their students.

* Course outlines are shown in Appendix E.

MARTIN COMMUNITY COLLEGE

DEVELOPMENTAL BUSINESS CURRICULUM

Fall Quarter

Course Number and Title	Hours Per Week Class	Lab	Institutional Credit
RDG 90, 91, or 92	3	0	(3)
ENG 93, 94, or 95	3	0	(3)
*MAT 96 or 97	3	0	(3)
*MAT 80 Pre-Business Mathematics	5	0	(5)
T-BUS 95 Introduction to Business Occupations	3	0	(3)
T-SOC 98 Study Skills (offered every quarter)	3	0	(3)

Winter Quarter

RDG 90, 91, or 92	3	0	(3)
ENG 93, 94, or 95	3	0	(3)
*MAT 96 or 97	3	0	(3)
*MAT 80 Pre-Business Mathematics	5	0	(5)
T-ECO 98 Consumer Economics	3	0	(3)
T-BUS 96 Modern Business Practices	3	0	(3)

Spring Quarter

RDG 90, 91, or 92	3	0	(3)
ENG 93, 94, or 95	3	0	(3)
*MAT 96 or 97	3	0	(3)
*MAT 80 Pre-Business Mathematics	5	0	(5)
T-BUS 97 Bookkeeping	3	2	(4)
T-ECO 99 Economics of the Free Enterprise System	3	0	(3)

* The student will enroll in only one math course per quarter - MAT 96, 97 or 80.

MARTIN COMMUNITY COLLEGE

DEVELOPMENTAL BUSINESS
COURSE DESCRIPTIONS

T-BUS 95 Introduction to Business Occupations

The student will identify: business employment possibilities through exploring business careers; career choices through exploring his/her level of aspiration and his/her abilities, interests, and preferences; business educational opportunities at community colleges and technical institutes; further educational opportunities for graduates of two-year business curricula.

Prerequisite: None

T-BUS 96 Modern Business Practices

The student will gain a basic knowledge of the organization, management and operation of present-day businesses. Included is a study of the interrelationship of business, consumers, and government.

Prerequisite: None

T-BUS 97 Bookkeeping

The student will learn and apply the basic functions of bookkeeping including journalizing, posting to ledger accounts, preparing worksheets and financial statements, and closing the ledger.

Prerequisite: None

T-ECO 98 Consumer Economics

The rights and responsibilities of consumers are emphasized. The student will learn useful skills in buying, managing money, protecting legal interests, getting insurance and credit and loans.

Prerequisite: None

T-ECO 99 Economics of the Free Enterprise System

The student will learn the fundamental characteristics of our free enterprise system. He or she will gain a better understanding of present-day economic problems including production, consumption, business fluctuations, and labor and management relations.

Prerequisite: None

MAT 80 Pre-Business Mathematics

The student will learn the basic mathematical skills as applied to business problems. Emphasis is on the use of fractions, decimals, and percentages in solving word problems.

Prerequisite: MAT 97 or satisfactory placement test score

T-SOC 98 Study Skills

The student will identify his or her achievement level and learning style, plan his or her learning strategy, and develop skills necessary for effective academic success. Emphasis is on self-assessment and the learning process.

Prerequisite: None

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Ruth Cobb, Business Instructor, Lenoir Community College

Coy L. Hudson, Assistant Director of Special Programs, Department of Community Colleges, Raleigh, N. C.

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INTRODUCTION

Project Background

Martin Community College serves a primarily agricultural area of eastern North Carolina. In recent years new industry has moved into the area and retail and service businesses are expanding. Although agriculture is the predominant industry in Martin, Bertie, and Washington Counties, the industrial and commercial sectors of the area are growing. The move to highly mechanized methods of farming has decreased the need for unskilled agricultural workers.

MCC had an enrollment of 701 students in the fall of 1977 and 27 percent of these students were enrolled in business programs offered by the College. Many of the students enrolled in business programs are educationally deficient in math, English, and reading skills as evidenced by placement scores on the CGP. MCC currently offers developmental courses in math, English, and reading, and these courses do help build these skills. However, because of the lack of exposure to business practices, lack of prior work experience with businesses, insufficient career planning and guidance, and the expectation of students to perform on a higher level in the regular business courses, these students do not succeed in the business programs. Many of these disadvantaged students eventually drop out of the College, ill-equipped to meet the challenges of the working world.

MCC does recognize that there are some students whom the College cannot serve; those who lack the mental capacity to master program objectives and requirements. However those students who possess the capacity but who lack the necessary exposures already mentioned should be offered an educational program that will permit them to become productive and responsible citizens.

Martin Community College recognizes the value of developmental math, English, and reading courses which build skills prior to enrollment in the required math and English courses. With sound planning, a similar preparatory business program should be a stepping stone to higher academic achievement in the regular business programs and success in a business career.

With the offering of a preparatory business program, students would be able to enroll in courses which are on an academic level similar to the courses in developmental math, English, and reading. Preparatory business courses should not be "watered-down" versions of the regular business courses, but rather, courses that would permit students to lay foundations upon which they can successfully build technical business competencies. A preparatory business program should offer a logical progression of courses that would permit the student to make a smooth transition into the regular business curriculum of his or her choice.

Approach to Project Development

The basic approach in designing and developing the appropriate preparatory business program for the disadvantaged student is to determine what MCC currently offers in the way of developmental studies and what MCC should offer if the disadvantaged student is to succeed in a regular business program.

The project attempted to study:

(1) the reasons students, although enrolled in currently-offered developmental studies courses, had a higher business course failure rate than non-developmental business students;

(2) how other community colleges and technical institutes are meeting the needs of the disadvantaged business student;

(3) how MCC could effectively meet the needs of its students.

Sequence of Development

First Month

(1) Interviewed former students who failed one or more business courses while enrolled in developmental courses during fall, winter, or spring quarter of the 1977-78 school year. The purpose was to determine the students' opinions of why they failed regular business courses.

(2) Reviewed related curriculum material to identify the level of difficulty.

(3) Evaluated instructional resources available at the College.

(4) Visited other technical institutes and community colleges which offer developmental or preparatory business programs or courses.

Second Month

(1) Involved state developmental curriculum consultant.

(2) Continued visits and interchange between MCC and other institutions.

(3) Began development of an organizational plan for a preparatory business program at MCC.

Third Month

(1) Continued development of an organizational plan for a preparatory business program.

(2) Identified curriculum and course content for the program.

Fourth Month

(1) Prepared project evaluation.

(2) Planned for program implementation.

Statement of Problem

Students admitted to business technologies (Business Administration, General Office Technology, and Secretarial-Executive) are required to take the Comparative Guidance and Placement Test for course placement and program advisement. Students who score below predetermined levels on English, math, and reading placement are advised to enroll in developmental studies courses to strengthen their background knowledge in these areas. The present Developmental Studies program is not comprehensive and integrated in nature but is structured as single courses in the areas of English, reading, and mathematics. The maximum number of hours a student can enroll in developmental studies courses is nine hours per quarter.

To obtain a full course load of twelve hours, the student that elects to enroll in developmental courses in English, reading, or mathematics must select from regular technical business courses, such as Introduction to Business, Shorthand, Typewriting, Principles of Economics, and Personal Finance. These business courses require English, reading, and mathematics skills at a higher level than demonstrated by developmental students on institutional placement tests. The fact that students are paced at one level in developmental courses and placed at a higher level in technical business courses in the same quarter may contribute to the high failure rate among developmental students in business courses. In the fall of 1977, 187 students enrolled in one of three business programs offered through the College. Based on placement scores, 42 elected to enroll in developmental studies courses in English, reading, and mathematics. Of the 42 developmental studies students, 73 percent failed one or more courses, while out of 145 non-developmental studies students 33 percent failed one or more courses.

As evidenced by test results on the CGP, enrollment in the business programs at MCC includes a large percentage of students who are educationally deficient to the point of being unable to perform and achieve on the post-secondary level. Many are unaware of career opportunities and expectations. These students are not unique to Martin Community College; they are entering community colleges and other schools throughout the nation and asking for an opportunity to become successful.

DEVELOPMENT OF A PREPARATORY BUSINESS PROGRAM AT MCC

Current Offering in Developmental Studies at MCC

Students who apply for admission to MCC and are accepted are administered a general placement test prior to enrollment. At present the Comparative Guidance and Placement Test (CGP) is used. Developmental studies are recommended for students who score below the 28th percentile in reading, 26th percentile in English and/or the 23rd percentile on either math computations or applied arithmetic. A student may need developmental work in one area or in all three (math, reading, and English).

Students for whom developmental work is recommended are given further diagnostic testing for proper placement in developmental studies. At present the diagnostic test for reading placement is Reading for Understanding, published by Science Research Associates, Inc. A student reading on a level of 7.4 grade or below would be advised to enroll in Reading 90 Basic Reading. A student reading on a level of 7.5 grade to 9th grade would enroll in Reading 91 Comprehensive Reading and a student reading on a 9th grade to an 11th grade level would enroll in Reading 92 Critical Reading.

The diagnostic test for placement in English is the 2600 Series Pre-Test, published by Harcourt Brace Jovanovich, Inc. A student needing developmental English would enroll in English 93, 94, or 95 depending on his or her score on the 2600 Series Pre-Test.

The diagnostic test used for math placement is Basic Essentials of Mathematics (Part II), published by Steck-Vaughn Company. A student needing developmental math would enroll in Math 96, 97, or 98 depending upon his or her score on the placement test.

Why Developmental Studies Students Fail Regular Business Courses

In the fall of 1977, 187 students enrolled in one of three business programs, Business Administration, General Office Technology, and Secretarial-Executive, offered through the College. Prompted by low placement test scores, 42 students elected to enroll in developmental courses in English, reading, and/or mathematics, in addition to enrolling in business courses. Of the 42 developmental studies students, 73 percent failed one or more courses, while out of the remaining 145 non-developmental studies students, 33 percent failed one or more business courses.

There are several reasons developmental studies students enrolled in regular business courses have such a high course failure rate.

(1) Difficulty in simultaneously coping with the reading level of regular business courses and with developmental studies courses. Students enrolled in either RDG 90, 91, or 92

are reading on an 11th grade level or lower. The majority are reading on the 9th grade level and below. Most textbooks used in the regular business courses are written on a level above 12th grade. Students who elect to enroll in developmental studies courses may enroll in regular business courses in order to obtain a full-time course load of twelve hours or more. For example, a student who enrolls in RDG 90 Basic Reading would be reading on a grade level of 7.4 or below. To obtain a full course load this same student may enroll in BUS 101 Introduction to Business, a regular business course which uses a textbook and other materials written on a reading level above 12th grade. Students reading on low grade levels in developmental studies courses are expected when enrolled in regular business courses to read and comprehend text material written on a college level.

(2) Difficulty in participating at a more self-directed and accelerated pace. The instructional approach used in the developmental studies area can best be described as a personalized learning system. Students often work individually since each student may be working on a different lesson. In developmental studies courses students are grouped according to ability and achievement levels thereby facilitating pacing of course content coverage and permitting the instructor to more closely monitor student achievement. In addition, a student-teacher ratio of 15 to 1 is maintained which permits the instructor to give more time to each student. The result has been a higher level of student achievement in developmental studies courses.

Those same students who perform so well in developmental studies courses are also enrolled in regular business courses where the student-teacher ratio may be as high as 35 to 1. Although an instructor for a regular business course attempts to meet the needs of all students in the class, given the larger size of the class and the more varied states of readiness of students, this instructor cannot use the same instructional approach as that used in developmental studies.

(3) Diminished desire to achieve. To paraphrase George E. Leonard in his article, "Counseling for Special Groups: Culturally Disadvantaged Children," disadvantaged students commonly have a distorted perception of the opportunities which exist in today's world. While recognizing that economic gains have been made by the disadvantaged and minority student during the past two decades, employment opportunities for these persons have remained insufficient. Therefore the student who lacks a sound basic education and specialized career skills is relegated to lower-level occupations and positions or no employment at all. The disadvantaged student sees the world as having little or no opportunities for him or her. Because of this feeling of helplessness in structuring his or her own life, the student's level of aspiration is much lower. Goals may be defined but the drive to fulfill these goals is diminished.[2] George Leonard cites a

1966 study by James Coleman and Ernest Campbell which found that student achievement appears to have a strong relationship to the extent which the student feels he or she has control over his or her destiny.[3]

Business instructors at Martin Community College have often stated that "many of the students aren't trying." "It's as if they (students) don't care." These observations of student apathy may well support statements concerning the relationship of student achievement to the feeling of control over one's destiny.

(4) Lack of exposure to the business world and the expectations of employers. In his article, "Counseling for Special Groups: Culturally Disadvantaged Children," George Leonard states:

> All youth need to be helped to become aware of the opportunities open to them and of how to prepare themselves to take advantage of these opportunities. The disadvantaged youth is in crucial need of this help...[4]

Awareness of the opportunities and preparation to take advantage of the opportunities requires exposure. The disadvantaged student often comes from a social and cultural setting which lacks family members and peers who possess the required skills, vocabulary, and behavioral habits required by modern businesses. Thus, the disadvantaged student who lacks the required exposures has difficulty in relating to the business training he or she is receiving from the College. Estelle Popham states in "Business Education: Students with Special Needs," "The values of the business world are essentially middle-class values, not those held by the disadvantaged trainee."[5]

(5) Attitude of the business instructor toward the disadvantaged student. The business instructor plays an important role in the personal and career development of the disadvantaged student. Estelle Popham states:

> Too often business teachers believe that students from low economic levels cannot learn, and too often the students confirm these expectations. Unquestionably, the most productive approach to improved performance of disadvantaged business students is to raise their teachers' expectations.[6]

The attitude of the business teacher may spell success or failure for the disadvantaged student. Some business teachers are not willing to expend the extra time and effort it may take to teach the disadvantaged student. Also, the business instructor who possesses advanced, specialized degrees and competencies may develop feelings of frustration and underemployment when assigned to teach classes consisting largely of educationally disadvantaged students who have difficulty comprehending the basics of the

course. The result may be that this instructor "gives up" trying to teach the disadvantaged student and concentrates on instructing those students who readily grasp the material.

MCC Student Survey

During the fall quarter, 1977, forty-three business students enrolled in developmental studies courses as well as enrolling in one or more courses from a regular business curriculum. Additional business students enrolled in developmental studies courses during the winter and spring quarters of the 1977-78 school year. MCC felt it was important to survey these students to determine how these students felt about developmental courses, which business courses they had failed during the year, and the students' opinions why they failed these courses. Twenty-two students who had failed one or more business courses during the year were selected to be interviewed either by telephone, in person, or by letter. Copies of the survey cover letter and questionnaire are shown in Appendix B. Eighteen of the twenty-two students selected for interviews responded. A tabulation of the students' responses are shown on the Student Survey in Appendix B.

Although the sample was small, the responses given by those students who were interviewed are believed to be an accurate indication of student attitudes toward developmental courses. As for low achievement in courses, the students' responses are varied and most of those interviewed indicated more than one reason for low achievement. However, 67 percent of the sample felt that too much course material was covered too quickly and 56 percent felt that the instructor was difficult to understand. Additional responses indicate that developmental students find regular business courses difficult to master.

The students' reasons for low achievement in regular business courses do indicate that educationally disadvantaged students have difficulty in keeping up with the teaching pace in regular business courses. These students feel that regular business course material is presented on a level that is difficult for them to comprehend. The instructor is faced with a two-fold problem: Presenting course material at a reasonable learning pace for the disadvantaged student and ensuring that the student has mastered a sufficient amount of course material to have earned credit for the course.

The attitude of the business instuctor is very important. Awareness of the disadvantaged student's background and educational needs will help business instructors understand the student's problems and will encourage the instructor to adapt teaching strategies to the student's needs. An experiment conducted by Rosenthal and Jacobson (1968) indicated student achievement and teacher expectations of these students are directly related. Teachers were told that certain students could be expected to perform exceptionally well. These students had not tested any higher on IQ than the rest of the students, but they did perform better and did meet the teacher's expectations. During the experiment, the test scores of the supposedly "average group" also improved; however, the teachers' appraisals of them continued to be low.[7]

Instructors in remedial and developmental courses have a special need for understanding the learning process and the special learning problems of the disadvantaged student. To paraphrase Patricia Cross in her book, Beyond the Open Door, teachers who tolerate poor performance and low achievement because he or she does not think the student can do better is doing a serious disservice to the student.[8] Roueche and Kirk in their book, Catching-Up: Remedial Education, made the recommendation that "... only instructors who volunteer to teach nontraditional students should ever be involved in developmental programs."[9]

An interesting episode concerning students' responses on the survey occurred when only 28 percent of the students indicated they found the textbooks difficult to read and understand; yet, the majority of these students were enrolled in developmental reading courses. Most of the students are reading on a 9th grade level or lower and nearly all of the textbooks used in regular business courses are written on a level above 12th grade. The only textbooks currently used at MCC which are written on a reading level below 12th grade are the textbooks for T-BUS 115 Business Law and T-BUS 125M Personal Finance which are written on grade levels 11.5 and 10.5, respectively.*

What Other Schools are Doing for the Disadvantaged Student

MCC wanted to learn what other community colleges and technical institutes are doing for the disadvantaged student. A few community colleges and technical institutes in North Carolina offer developmental business programs. There are other schools in the state that offer one or more developmental or preparatory business courses but not a complete developmental business program. Forsyth Technical Institute and Fayetteville Technical Institute currently offer developmental programs for business students. The developmental business programs at these two schools were selected for study in this project.

At Forsyth Technical Institute the developmental program is called the Pre-Technical Program. An overview of the program offering is shown in Appendix C. These courses provide institutional credit but not degree credit and were chosen as "warm-up" courses to the regular curriculum courses. Students are enrolled in the Pre-Technical Program based on curriculum cut-off scores on the CGP. A program of study is then prescribed for the student by the program coordinator. The prescribed course of study is based on the student's needs in the areas of math, English, reading, and the chosen field of study.

Students can take the CGP and place out of the Pre-Technical Program or the student can enroll in pre-technical courses and proficiency out (C or better). The student is discouraged from enrolling in the regular curriculum on a full-time basis unless one of the above takes place.

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* The reading levels for the textbooks used in the courses listed on the Student Survey were determined by MCC's reading specialist.

A student may need to take from one to three quarters of work in the Pre-Technical Program before enrolling in a regular curriculum course or program. However, at Forsyth Tech the pre-technical student is permitted to enroll in at least one regular curriculum course per quarter to maintain his or her interest in the chosen field of study.

Delivery systems for pre-technical course material are varied--both individualized and traditional approaches are used. However, no programmed instruction is used since such a delivery system requires a highly motivated, self-directed student. In most pre-technical courses students are pre-tested upon entering a course and post-tested at the end of the quarter to measure what the students have learned and what the instructor has taught. The pre-technical business courses are taught by the regular business staff under the direction of a program coordinator.

Forsyth Tech's program coordinator advised careful evaluation and selection of the instructors who would be teaching developmental courses. Some instructors are not oriented toward individualized teaching approaches, and the delivery system used by the instructor affects student performance. Also the personality and attitude of the instructor may affect student achievement.

Fayetteville Technical Institute also offers a developmental program that is designed to improve student achievement levels (see Appendix D). The core curriculum offers general education courses in English, math and the physical sciences. The student who enrolls in developmental studies and who desires to pursue a technical business degree at Fayetteville Tech may select elective courses in business. The courses in the curriculum carry institutional credit. Students are administered the Differential Aptitude Test (DAT) upon entering the institution. Students who score above the fortieth percentile are permitted to enroll in the curriculum of their choice, assuming all other requirements have been met. Those students who score below the fortieth percentile are placed in the developmental studies curriculum. These courses are usually taught in a traditional manner and serve as academic development courses and as "warm-up" courses to the regular curriculum.

At Fayetteville Tech, the developmental business courses are taught by the regular business instructors who are assigned by the department chairperson.

Lenoir Community College currently offers an introductory business mathematics course that is essentially developmental or preparatory in nature. The course, T-MAT 109 Introduction to Business Math, serves primarily as a refresher course in basic mathematics for those students who have been out of school for long periods of time or who are academically weak in basic math. Business students who score low on math placement tests are advised to enroll in T-MAT 109. The course carries degree credit for the General Office Technology major but is non-degree credit for all other business majors.

Recommendations From the North Carolina Department of Community Colleges

The North Carolina Department of Community Colleges was also consulted in the search for information on the status of developmental programs in North Carolina community colleges and technical institutes. Several recommendations were made.

(1) Selected textbooks should be no more than two grade levels above the student's diagnosed reading level.

(2) High school transcripts should be examined by instructors and advisors since such documents show subjects studied and the levels of performance achieved in these courses.

(3) Career awareness courses should be offered since the disadvantaged student often lacks awareness of career and occupational opportunities and expectations.

(4) Study skills courses have proved valuable in helping students learn about their particular learning system and how to make greater use of learning techniques.

(5) Instructors who are assigned to teach developmental courses should be involved in the development of the course. For those courses which draw from more than one field of study (business math), an instructor from each field of study should be involved in the development of the course.

SUMMARIZATION

Importance of Approach

Attempts at improving the achievement level of the educationally disadvantaged student are not new. However, with the increasing number of disadvantaged students entering North Carolina's community colleges and technical institutes, greater emphasis is being placed on the development of educational programs which will meet the needs of these students and enhance their personal and occupational preparation and development.

The educationally disadvantaged student represents a sizable portion of the total number of students entering post-secondary schools. They come to the two-year post-secondary schools deficient in basic or general education skills. It is the opinion of business teachers at MCC that many students come to school without awareness of career opportunities and requirements and with little or no learning motivation. Patricia Cross writes in Beyond the Open Door of a survey of 141 two-year colleges conducted in 1970. In the survey, administrators were asked, "What do you see as the major obstacle to learning for low-achieving students?" The first three responses in order of importance were: (1) "Lack of effort; has quit trying," (2) "Poor home background," and (3) "Poor elementary and secondary schooling."[10]

There are many schools which are now offering preparatory or developmental programs in an attempt to remain truly open-door institutions. William Moore, Jr. in his book, Against the Odds: The High Risk Student in the Community College, emphasizes the importance of developmental programs for the disadvantaged student. To paraphrase Moore, these programs for the disadvantaged student represent an opportunity for success or another go at failure.[11] In essence Moore is saying that the student will continue to fail if the developmental program does not meet his or her needs in all respects. The emphasis of a developmental program should be on student success. More than just a series of remedial courses in general and specialty fields is needed.

The institution or college must be committed to serving these students and to meeting their needs. Meeting the needs of the educationally disadvantaged students means recognizing their deficiencies, their strengths and their potentials. Comprehensive counseling and advising must be an integral part of a developmental program. Counseling the student about his or her test scores, learning problems, career and occupational interest, and chances for success in a chosen field of study demands time and effort on the part of counselors.

Program advisors play an important part in developmental programs. Students rely on advisors to provide career guidance when selecting courses for study. Students want to know why such courses are needed in the preparation for a chosen career and what course material must be mastered. The advisor is also the teacher of many courses in which the student will enroll.

More than any other person at the college it is the instructor who will have the greatest effect on the disadvantaged student. The instructor's attitude toward the disadvantaged student enrolled in preparatory or developmental courses will have the greatest single effect on student success or failure. There are instructors who lack the willingness and the professional training to teach the disadvantaged student. To paraphrase William Moore, Jr., there are instructors who regard teaching the disadvantaged student as a form of academic social work and who think of developmental programs as academic welfare. Selection of appropriate instructors for the preparatory or developmental curriculum will be paramount to student success in the program.

Recommendations for a Model Preparatory Business Program

(1) A preparatory business curriculum should be implemented at Martin Community College. Such a curriculum should be called developmental business. The curriculum as presented in Appendix E will enable a business student (a) to enroll in a maximum of 15 to 18 developmental hours per quarter, depending on where the student places on the CGP, and (b) to enroll in developmental business courses that are designed to develop awareness of occupational opportunities and expectations, (c) to build knowledge of business and economic practices and principles, and (d) to elevate student aspirations and motivations.

Students who apply for admission to business programs and who score below the 28th percentile on the reading portion of the CGP and below the 23rd percentile on math portion of the CGP should enroll in developmental business courses as well as developmental math, English, and reading courses. It is recognized that not all students will need the entire preparatory business program (including developmental math, English, and reading). If this is the case, the student's advisor should recommend suitable and appropriate regular business courses or required general education courses.

(2) Developmental business courses should be taught by the regular business staff or instructors deemed competent in the subject matter. Because of the business developmental course offerings additional faculty members may be needed. The Business Department chairperson with the assistance of the Coordinator for Developmental Studies should evaluate and select the instructors for developmental business courses. The instructor's attitude, personality, and teaching methods should be considered in the evaluation and selection process.

(3) The developmental business courses should be offered as part of a comprehensive developmental program. The course offering should not be fragmented. To list these courses with the regular business program may imply that such courses carry degree credit which is not true. Developmental business courses should carry institutional credit as do other developmental courses offered at MCC.

(4) The developmental business courses should be taught in a traditional and/or individualized manner. A competency-based approach may work well. The business instructional staff should together develop the course outlines and select appropriate materials and teaching strategies to be used in the courses.

(5) Greater emphasis should be placed on career guidance and planning for all business students. The counselors and business staff should plan, develop, and coordinate a career planning system. At present, the counselors at MCC have career materials that can be used in business courses.

Students should be given a vocational or career interest test as part of ORI 101 Orientation. The results of the vocational interest test can be used in assessing career interest and likelihood of success in a chosen field. Advisors can make use of the test results when recommending programs of study for individual students (see recommended flow diagram for counseling and registration in Appendix F).

Program Evaluation

Two methods of evaluation are recommended in regard to the development and implementation of the proposed Developmental Business Program. First, the program should be submitted to a team consisting of the Business Department chairperson at MCC, at least one business instructor from MCC, and two business instructors or business program chairpersons from other technical institutes or community colleges in North Carolina. The evaluators should:

(1) Evaluate for appropriateness of program progression and course offerings the developmental business curriculum as presented.

(2) Recommend changes and revisions for improvement in the proposed curriculum.

The second system of evaluation will be to measure the degree of success of the Developmental Business Program in reducing the failure rate of educationally disadvantaged business students. Students identified through testing as educationally deficient will be counseled concerning their deficiencies. These students will be encouraged to enroll in the appropriate developmental courses. Initial counseling sessions should include identification of career choice if possible, and evaluation of the likelihood of student success in the chosen field of study. It is also recommended that students be given a vocational interest test, the results to be used when counseling the student about his or her career interest.

When the student is assigned to his or her faculty advisor, the advisor should be given a copy of the student's high school transcript, placement test scores, and vocational interest test results. A student file should be maintained by the advisor and referred to each time the advisor and

student meet for program registration and other counseling. Included in the file should be a record of courses, developmental and regular business, taken by the student and grades earned. Program advisors should use a colored file label, such as red, which will identify the student as being enrolled in developmental studies. The colored file label, such as red, will be used exclusively for labeling developmental students' folders. This simple system will facilitate the identification of developmental students.

In order to monitor the course failure rate of developmental business students, a master list of all developmental business students should be maintained by a designated person, preferably a business program advisor. Each business program advisor can turn in a list of his or her advisees who are enrolled in developmental studies to the person maintaining the master list. At the end of the first three quarters after implementation of the Developmental Business Program, the course failure rate for developmental business students can be calculated by dividing the number of students enrolled in the Developmental Business Program during the period who failed one or more courses by the total number of students enrolled in the program during the same period. The figure obtained through the calculation can be compared with the figure mentioned earlier in this report.

FOOTNOTES

[1] William Moore, Jr., Against the Odds: The High Risk Student in the Community College (San Francisco: Jossey-Bass, Inc., Publishers, 1970), p. 52.

[2] George E. Leonard, "Counseling for Special Groups: Culturally Disadvantaged Children," The Encyclopedia of Education, ed. Lee C. Deighton (The MacMillan Company and The Free Press, 1971), II, p. 481.

[3] Ibid., p. 482.

[4] Ibid.

[5] Estelle L. Popham, "Business Education: Students with Special Needs," The Encyclopedia of Education, ed. Lee C. Deighton (The MacMillan Company and The Free Press, 1971) I, p. 539.

[6] Ibid., p. 540.

[7] Robert Rosenthal and Lenore F. Jacobson, "Teacher Expectations for the Disadvantaged," Scientific American, CCXVII (No. 4, 1968), pp. 19-23.

[8] Patricia K. Cross, Beyond the Open Door (Washington, D. C.: Jossey-Bass, Inc., Publishers, 1971), pp. 170-171.

[9] John E. Roueche and R. Wade Kirk, Catching Up: Remedial Education (San Francisco: Jossey-Bass, Inc., Publishers, 1973), p. 82.

[10] Cross, op. cit., p. 191.

[11] Moore, op. cit., p. 168.

[12] Moore, op. cit., p. 63.

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APPENDIXES

Appendix A

TABLE 1

1970 North Carolina Census	FAMILIES BELOW POVERTY LEVEL					
	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK MALES	TOTAL BLACK FEMALES	TOTAL WHITE MALES	TOTAL WHITE FEMALES
North Carolina	13.0%	40.8%	31.3%	60.4%	9.4%	28.0%
Washington County	19.3%	52.0%	42.5%	75.0%	11.3%	25.2%
Martin County	24.8%	52.5%	46.4%	71.8%	12.9%	26.9%
Bertie County	31.2%	66.9%	48.1%	81.5%	17.8%	23.3%

TABLE 2

1970 North Carolina Census	LESS THAN EIGHT YEARS OF SCHOOLING					
	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK MALES	TOTAL BLACK FEMALES	TOTAL WHITE MALES	TOTAL WHITE FEMALES
North Carolina	31.8%	25.6%	50.5%	39.9%	26.9%	22.0%
Washington County	39.2%	29.5%	59.0%	51.0%	29.1%	18.6%
Martin County	44.1%	34.2%	68.4%	52.2%	29.6%	22.9%
Bertie County	55.7%	37.9%	68.9%	48.8%	43.7%	27.8%

TABLE 3

1970 North Carolina Census	HIGH SCHOOL GRADUATES					
	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK MALES	TOTAL BLACK FEMALES	TOTAL WHITE MALES	TOTAL WHITE FEMALES
North Carolina	19.9%	23.1%	14.0%	15.7%	21.3%	25.0%
Washington County	22.3%	26.5%	9.2%	12.0%	29.0%	33.8%
Martin County	15.6%	19.8%	6.3%	8.0%	21.2%	27.1%
Bertie County	11.7%	16.0%	8.0%	8.5%	15.0%	22.9%

martin community college
kehukee park road
williamston, n.c. 27892
919-792-1521

Dear

Martin Community College is interested in better serving the needs of students by offering courses which build skills and knowledge about technical business subjects. As a student at MCC you can help us better serve your needs and interests by letting us know how you feel about the courses you have already taken. Please take a few minutes to complete the enclosed questionnaire. A stamped, addressed envelope is enclosed for your convenience. Please return the completed questionnaire as soon as possible, preferably within one week after you receive it.

Your prompt response shall be greatly appreciated. Hope you are having a pleasant summer and Martin Community College looks forward to your return in September.

Sincerely,

Walter E. Purvis
Business Instructor

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Enclosures

an equal opportunity, affirmative action institution

STUDENT SURVEY

PURPOSE: TO DETERMINE THE SPECIFIC REASONS WHY STUDENTS FAILED ONE OR MORE BUSINESS COURSES WHILE ENROLLED IN DEVELOPMENTAL STUDIES

DIRECTIONS: Please respond to each of the following questions. You are encouraged to write your comments. Do not put your name on the form. Thank you for responding.

1. Do you feel that the developmental math, reading, or English courses you've taken at MCC improved your math, English, or reading skills?

   YES ☐ 𝍸 𝍸 |||| NO ☐ |||

   Comments: 1 No Response

2. While enrolled in either developmental math, English, or reading courses were you also enrolled in one or more business courses?

   YES ☐ 𝍸 𝍸 𝍸 || NO ☐ 1 No Response

3. In which of the following business courses were you enrolled during the past year, 1977-78? Please indicate your grade for these courses in which you were enrolled.

COURSE	C or Better	D	Failed	Withdrew
☐ T-BUS 115 Business Law 𝍸 𝍸 |||	☐ |||	☐ 𝍸 ||	☐ ||
☐ BUS 101 Introduction to Business 𝍸 𝍸 ||||	☐ ||||	☐ ||	☐ 𝍸 |||	☐
☐ BUS 102 Typewriting 𝍸 𝍸 𝍸	☐ 𝍸 ||||	☐ |||	☐ ||	☐	
☐ T-BUS 125M Personal Finance 𝍸 ||	☐ ||	☐ ||	☐ |||	☐
☐ ECO 201 Economics ||||	☐	☐	☐	☐ |||
☐ T-MAT 110 Business Math 𝍸 𝍸 𝍸	☐ |||	☐ 𝍸	☐ 𝍸 ||	☐
☐ T-BUS 123 Business Finance ||||	☐	☐	☐ |||	☐
☐ T-EDP 104 Introduction to Data Processing 𝍸 𝍸	☐ |||	☐		☐ ||	☐ ||||
☐ T-BUS 245 Retailing 𝍸		☐ |||	☐	☐ |||	☐
☐ Other: (Please write name of course in which you received grades of D, NC or withdrew.)				
T-BUS 110 Office Machines	☐	☐	☐	☐

4. For those courses in which you received a grade of D, NC, or from which you withdrew, please indicate the reason or reasons why you think you did not perform well.

☐ Too much course material was covered too quickly 𝍸 𝍸 ||

☐ Textbook was difficult to read and understand 𝍸

☐ The instructor was difficult to understand 𝍸 𝍸

* ☐ Other: (Please write your comments.) See comments at the bottom of the page.

5. If Martin Community College offered developmental business courses similar to the developmental courses in math, English, and reading, but were designed to build your skills and knowledge about business subjects prior to your enrolling in the regular business program would you be willing to enroll in these courses?

YES ☐ 𝍸 𝍸 𝍸 NO ☐ || 1 No Response

If your response is NO, please explain why. "The courses are not required."

6. If Martin Community College offered developmental business courses similar to the developmental math, English, and reading courses currently offered do you feel that such courses would help you perform on a higher level in the regular business courses?

YES ☐ 𝍸 𝍸 𝍸 | NO ☐ | 1 No Response

If your response is NO, please explain why. _____

* 4. ☐ Other:

| "Tested on too much material at one time."

| "Not prepared for business courses."

|| "Business Law was very difficult."

||| "I did not study enough."

| "Lacked math background needed for T-BUS 110."

|| "Some courses were very hard."

| "I cut too many classes."

| "Business courses did not interest me."

| "Instructor did not care whether students learned or not."

| "Grading system was unfair."

FORSYTH TECHNICAL INSTITUTE

Pre-Technical Program T-099

This program is a full-time course of study which offers preparation, remediation, and guidance for students who, for a variety of reasons, do not meet the specific entrance requirements for the regular curriculum program of their choice. Students who do meet the minimum entrance requirements but whose previous academic records indicate that they may have difficulty in successfully completing their programs are also advised to enter the Pre-Technical Program.

The student's academic program will be individually designed to meet his specific preparatory and remedial needs. The courses will be selected from the Pre-Technical offerings and from technical and/or vocational credit courses.

Pre-Technical Course Offerings

Course Title		C	L	P	QH*
BIO 010	Human Anatomy	3	0	0	0(3)
BUS 002	Introduction to Business Occupations	2	0	0	0(2)
BUS 101	Pre-Technical Accounting	5	0	0	0(5)
BUS 020	Clerical Practice	3	1	0	0(3)
BUS 030	Introduction to Shorthand	5	0	0	0(5)
CHM 010	Pre-Tech Chemistry	3	2	0	0(4)
ENG 001	Spelling	2	0	0	0(2)
ENG 005	Language Development I	2	2	0	0(3)
ENG 006	Language Development II	2	2	0	0(3)
ENG 007	Language Development III	2	2	0	0(3)
ENG 008	Language Development IV	2	2	0	0(3)
ENG 010	Individualized English	5	0	0	0(5)
ENG 020	Basic Reading Skills and Vocabulary	3	0	0	0(3)
ENG 026	Clerical Communications	5	0	0	0(5)
HEA 001	Introduction to Health Occupations	2	0	0	0(2)
MAT 001	Structure of Arithmetic	5	0	0	0(5)
MAT 002	Pre-Business Mathematics	5	0	0	0(5)
MAT 003	Algebra	5	0	0	0(5)
MAT 004	Pre-Technical Mathematics	5	0	0	0(5)
MAT 005	Geometry	5	0	0	0(5)
MAT 020	Mathematics for Health Education	3	0	0	0(3)
MEC 001	Introduction to Engineering Technology	2	0	0	0(2)
NUT 001	Basic Nutrition	3	0	0	0(3)
PHY 001	Pre-Technical Physics	3	2	0	0(4)
SOC 100	Sociology I	0	4	0	2
SOC 101	Sociology II	0	4	0	2
SOC 010	Study Skills	2	0	0	0(2)

* Equivalent credit hours shown in parenthesis

FORSYTH TECHNICAL INSTITUTE

Course Descriptions

BUS 002 Introduction to Business Occupations 2 0 0 0

A course designed to familiarize the student with business curricula at Forsyth Technical Institute. The employment possibilities and further educational opportunities of graduates from two-year business curricula are explored.

BUS 010 Pre-Technical Accounting 5 0 0 0

Designed to present an overview of the complete bookkeeping cycle including journalizing, posting, summarizing, preparing of financial statements, and closing of books.

BUS 020 Clerical Practice 3 1 0 0

A course designed to acquaint the student with the responsibilities encountered by the office worker during the work day. These include the following: receptionist duties, handling the mail, telephone techniques, telegrams, office records, purchasing of supplies, and applying for a job.

BUS 030 Introduction to Shorthand 5 0 0 0

This course provides for the introduction of basic shorthand theory, dictation of practiced materials and transcription skills, and develops a fluent reading rate. This is an introduction to Shorthand I.

MAT 002 Pre-Business Mathematics 5 0 0 0

This course is a review and reinforcement of the basic mathematicsl skills used in business mathematics.

SOC 010 Study Skills 2 0 0 0

The objective of this course is to help the student determine his achievement levels and learning style, plan his learning strategy and develop learning skills necessary for effective academic success.

Opportunity for self-assessment will be provided through standardized tests and individual profile interpretation. A variety of study techniques will be presented with special emphasis on using textbooks properly, taking and organizing notes, flash cards, effective examination skills and library techniques.

FAYETTEVILLE TECHNICAL INSTITUTE

Developmental Studies Program

The Developmental Studies Program is an integrated, student-centered program of instruction designed to increase the likelihood of success for students who enter the Institute with academic deficiencies. The goal of this program is to develop the academic ability of every entering student to the extent that he has an above average likelihood of success in one of the several regular curricula areas.

Students are initially assigned to courses appropriate to their desires, to their tested abilities, and as deemed proper by their counselors. As each student progresses, he is permitted to develop at his own speed in classes which are within his level of competence.

Each student is encouraged to progress to his utmost capability, and upon completion of the program, is permitted to select a curriculum consistent with his proven performance.

The Developmental Studies courses combine academic courses and laboratory/shop instruction to provide students with integrated theory-procedures and practical applicatory understanding of the subject matter requisite to regular curricular success.

Students may spend from one quarter to three quarters, or more, in the Developmental Studies Program. However, normally, the student will stay in the program for three quarters (one academic year). All academic regulations are applicable to this phase of college study. Courses are provided at two or more levels in English (reading, grammar, composition, and speech), mathematics, physical science, social science, and curricula-related shops and laboratories.

During each quarter, a student will take a course in English, math, and physical science. In addition to these, he may select an elective from the Business, Vocational, Technical, Health, Social Science, or Learning Skills Areas.

English--instruction is designed to develop the student's functional ability in the successful use of the language and includes:

a. Vocabulary and Reading--designed to promote interest in reading while enhancing the student's vocabulary, dictionary, and research skills.

b. Grammar and Composition--review the rules related to meaningful English usage which provides the students with the opportunity to apply those rules, while focusing on the writing of good sentences, paragraphs, and short papers.

c. Speech—the oral use of English as a communicative tool improves the student's enunciation, pronunciation, and language usage. Speech instruction and application is integrated in all English instruction.

Mathematics--instruction is designed to teach knowledge and skills needed in everyday life and advanced instruction.

a. Level I introduces basic operations of the numbers system, kinds of numbers, addition, subtraction, division and multiplication to develop accuracy and speed through drill and problem solving. Success in Level I Mathematics increases the student's likelihood of success in Vocational and Business Curricula.

b. Level II introduces the student to algebra and geometry, and builds the concepts needed in dealing with equations and geometrical problems necessary to succeed in Technical curricula. Included are the application of mathematics to problem solving by using ratio and proportion, direct measurement, line, angles, perimeters, areas, volumes, indirect measurement, triangles, and polygrams. Emphasis is placed on the application of mathematics and mathematical procedures to the industry of today.

Physical Science--instruction is designed for students who have had little or no laboratory experience at the high school level, and to others who may have had such experience but who lack sufficient opportunity to understand the scientific method and scientific discipline.

Developmental Physical Science acquaints the student with laboratory equipment and practices, scientific terminology, and the scientific method by using instruction and practical experiments.

a. Level I Physical Science includes basic physical phenomena and scientific practices and is appropriate for students who plan to continue in Vocational and/or Business curricula.

b. Level II Physical Science includes a more advanced approach to the subject.

c. Chemistry includes an introduction to chemical elements and chemical phenomena and is appropriate for students who plan to pursue Technical and Health curricula.

d. Biology includes basic and advanced knowledge of and experimentation with living organisms. Biology is appropriately studied by students who plan to major in any of the Health sciences, such as Nursing.

Levels of biology instruction appropriate to students planning to enter the ADN and LPN curricula are offered.

Social Science Instruction--Man in his social environment is integrated with the instruction primarily designated English and Physical Science. Social Science instruction fosters the understanding that each of us is dependent upon and supportive of the society of which we are a part, and is presented by examples drawn from history, geography, sociology, economics, psychology, and the humanities.

Social Science instruction in the Developmental Studies Program is intended to facilitate the development of individual values and value systems in each student appropriate to his own life circumstance, style, and environment.

DEVELOPMENTAL STUDIES CURRICULUM
Level I*

Course No. and Title	Hours Per Week: Class	Hours Per Week: Lab	Quarter Hours Credit
First Quarter			
ENG 91 Vocabulary and Reading	3	2	4
MAT 91 Mathematics, I, Level I	3	2	4
PHY 91 Physical Science, I, Level I, or	3	2	4
BIO 92 Fundamental Biology I	3	2	4
Elective	3	2	4
	12	8	16
Second Quarter			
ENG 92 Grammar and Composition	3	2	4
MAT 92 Mathematics II, Level I	3	2	4
PHY 92 Physical Science II, Level I, or	3	2	4
BIO 93 Fundamental Biology II	3	2	4
Elective	3	2	4
	12	8	16
Third Quarter			
ENG 93 Vocabulary and Composition	3	2	4
MAT 93 Mathematics, III, Level I	3	2	4
PHY 93 Physical Science III, Level I, or	3	2	4
BIO 94 Fundamental Biology III	3	2	4
Elective	3	2	4
	12	8	16

*For students with vocational orientations and business orientations except as selected as an elective course with instructor's approval.

DEVELOPMENTAL STUDIES CURRICULUM
Level II**

Course No. and Title	Hours Per Week: Class	Hours Per Week: Lab	Quarter Hours Credit
First Quarter			
ENG 91 Vocabulary and Reading	3	2	4
MAT 94 Mathematics I, Level II	3	2	4
PHY 94 Physical Science I, Level II, or	3	2	4
BIO 92 Fundamental Biology I	3	2	4
Elective	3	2	4
	12	8	16

Course No. and Title	Hours Per Week Class	Lab	Quarter Hours Credit
Second Quarter			
ENG 92 Grammar and Composition	3	2	4
MAT 95 Mathematics II, Level II	3	2	4
CHM 93 Chemistry, Physical Science II, Level II, or	3	2	4
BIO 93 Fundamental Biology II	3	2	4
Elective	3	2	4
	12	8	16
Third Quarter			
ENG 93 Vocabulary and Composition	3	2	4
MAT 96 Mathematics III, Level II	3	2	4
PHY 95 Physical Science III, Level II, or	3	2	4
CHM 96 Chemistry, Physical Science III, Level II, or	3	2	4
BIO 94 Fundamental Biology III	3	2	4
Elective	3	0	3
	15	8	19

**For students with technical orientations and health orientations except as selected as an elective course with instructor's approval.

FAYETTEVILLE TECHNICAL INSTITUTE

DEVELOPMENTAL STUDIES ELECTIVES

Course No. and Title	Hours Per Week			Quarter Hours Credit
	Class	Lab	Clinic	
AHR 95 Shop Practice	2	0	4	4
BUS 81 Filing	3	2	0	4
BUS 85 Typing I	2	3	0	3
BUS 86 Typing II	2	3	0	3
BUS 87 Typing III	2	3	0	3
BUS 91 Simplified Office Machines	2	3	0	3
BUS 93 Business Office Procedures	3	2	0	4
BUS 94 Bookkeeping I	3	2	0	4
BUS 96 Shorthand	3	2	0	4
BUS 97 Economics I	3	2	0	4
BUS 98 Bookkeeping II	3	2	0	4
BUS 99 Economics II	3	2	0	4
DFT 90 Mechanical Drawing I	2	2	0	3
DFT 92 Mechanical Drawing II	2	2	0	3
DFT 93 Elementary Drawing	2	2	0	3
*EDU 80 Basic Study Skills	3	2	0	4
EDU 90 Career Planning	3	2	0	4
MAT 85 Business Math	3	2	0	4
MEC 96 Shop Practice (Machines)	2	0	4	4
PNE 93 Introduction to Practical Nursing	2	7	0	5
SSC 95 Introduction to Social Science	3	2	0	4
WLD 95 Shop Practice (Welding)	2	0	4	4

*EDU 80 must be taken during one quarter.

FAYETTEVILLE TECHNICAL INSTITUTE

COURSE DESCRIPTIONS

BUS 81 Filing 3 2 4

A course designed to provide training in records storage and control. Filing principles and procedures are made realistic by the use of miniature letters, file boxes, and guides. Alphabetic filing is emphasized.
Prerequisite: None

BUS 85 Typing I 2 3 3

Introduction to the touch typing system with emphasis on correct techniques, mastery of the keyboard, centering, and simple tabulation.
Prerequisite: None

BUS 86 Typing II 2 3 3

Instruction emphasizes the development of speed and accuracy with further mastery of correct typewriting techniques. These skills and techniques are applied in tabulation, manuscript, and personal and business correspondence.
Prerequisite: BUS 85.

BUS 87 Typewriting 2 3 3

Emphasizes further development in typing letters, manuscripts, tabulations and special business forms.
Prerequisite: BUS 86.

BUS 93 Business Office Procedures 3 2 4

A course designed to introduce the student to skills and knowledges needed in a business office. Certain office procedures and techniques included are handling the mail, filing, telephone techniques, and receptionist duties. Personal qualities, good work habits, and proper human relations are stressed.
Prerequisite: None

BUS 94 Bookkeeping I 3 2 4

An introductory course designed to give an overview of the complete bookkeeping cycle in its simplest form.
Prerequisite: None

BUS 95 Bookkeeping III 3 2 4

This course continues the expansion of basic bookkeeping begun in bookkeeping 98. It covers the use of special journals and many of the non-routine transactions most businesses encounter, such as notes and interest, sales tax, fixed assets and depreciation, and others. It also introduces those aspects of partnership and corporation accounting which differ from the sole proprietorship.
Prerequisite: BUS 98.

BUS 97 Economics I 5 0 5

The study of how man satisfies his wants and needs for material goods and services through the use of his mental and physical efforts.
Prerequisite: None

BUS 98 Bookkeeping II 3 2 4

A continuation of the basic bookkeeping course, designed to cover the bookkeeping problems of a merchandising business including payroll and payroll taxes. It also gives a basic introduction to automated data processing.
Prerequisite: BUS 94.

BUS 99 Economics II 5 0 5

A study of the economic principles involved in the personal and family problems of earning an income; wise management of money and savings, protection from loss through insurance, procurement of a home, and personal expenditures.
Prerequisite: None

MAT 85 Business Mathematics 3 2 4

A fundamental course in mathematical operations and their application to business problems. The course includes a basic review of mathematical concepts. Topics that are included are interest, payrolls, taxes, pricing, commissions, and other pertinent uses of mathematics in the business field.
Prerequisite: None

MARTIN COMMUNITY COLLEGE

DEVELOPMENTAL BUSINESS CURRICULUM

Fall Quarter

Course Number and Title	Hours Per Week Class	Lab	Institutional Credit
RDG 90, 91, or 92	3	0	(3)
ENG 93, 94, or 95	3	0	(3)
*MAT 96 or 97	3	0	(3)
*MAT 80 Pre-Business Mathematics	5	0	(5)
T-BUS 95 Introduction to Business Occupations	3	0	(3)
T-SOC 98 Study Skills (offered every quarter)	3	0	(3)

Winter Quarter

RDG 90, 91, or 92	3	0	(3)
ENG 93, 94, or 95	3	0	(3)
*MAT 96 or 97	3	0	(3)
*MAT 80 Pre-Business Mathematics	5	0	(5)
T-ECO 98 Consumer Economics	3	0	(3)
T-BUS 96 Modern Business Practices	3	0	(3)

Spring Quarter

RDG 90, 91, or 92	3	0	(3)
ENG 93, 94, or 95	3	0	(3)
*MAT 96 or 97	3	0	(3)
*MAT 80 Pre-Business Mathematics	5	0	(5)
T-BUS 97 Bookkeeping	3	2	(4)
T-ECO 99 Economics of the Free Enterprise System	3	0	(3)

* The student will enroll in only one math course per quarter - MAT 96, 97 or 80.

MARTIN COMMUNITY COLLEGE

DEVELOPMENTAL BUSINESS
COURSE DESCRIPTIONS

T-BUS 95 Introduction to Business Occupations

The student will identify: business employment possibilities through exploring business careers; career choices through exploring his/her level of aspiration and his/her abilities, interests, and preferences; business educational opportunities at community colleges and technical institutes; further educational opportunities for graduates of two-year business curricula.

Prerequisite: None

T-BUS 96 Modern Business Practices

The student will gain a basic knowledge of the organization, management and operation of present-day businesses. Included is a study of the interrelationship of business, consumers, and government.

Prerequisite: None

T-BUS 97 Bookkeeping

The student will learn and apply the basic functions of bookkeeping including journalizing, posting to ledger accounts, preparing worksheets and financial statements, and closing the ledger.

Prerequisite: None

T-ECO 98 Consumer Economics

The rights and responsibilities of consumers are emphasized. The student will learn useful skills in buying, managing money, protecting legal interests, getting insurance and credit and loans.

Prerequisite: None

T-ECO 99 Economics of the Free Enterprise System

The student will learn the fundamental characteristics of our free enterprise system. He or she will gain a better understanding of present-day economic problems including production, consumption, business fluctuations, and labor and management relations.

Prerequisite: None

MAT 80 Pre-Business Mathematics

The student will learn the basic mathematical skills as applied to business problems. Emphasis is on the use of fractions, decimals, and percentages in solving word problems.

Prerequisite: MAT 97 or satisfactory placement test score

T-SOC 98 Study Skills

The student will identify his or her achievement level and learning style, plan his or her learning strategy, and develop skills necessary for effective academic success. Emphasis is on self-assessment and the learning process.

Prerequisite: None

COURSE OUTLINE

T-BUS 95

INTRODUCTION TO BUSINESS OCCUPATIONS

1978

Developed by:

LaVerne G. Moore
Business Instructor

Martin Community College
Kehukee Park Road
Williamston, North Carolina 27892

T-BUS 95
INTRODUCTION TO BUSINESS OCCUPATIONS

Course Description

The student will identify: business employment possibilities through exploring business careers; career choices through exploring his/her level of aspiration and his/her abilities, interests, and preferences; business educational opportunities at community colleges and technical institutes; further educational opportunities for graduates of two-year business curricula.

Course Purpose

The aim of this course is to enable you to relate your interests to possible career choices in business and thereby prepare yourself for a life-style in which your career is a source of satisfaction.

Specific Objectives

In completing the learning experiences, you will be able to:

1. identify your personal interests and relate these interests to such career considerations as salary, skills, educational requirements
2. explore business offices and practice basic skills (copying, compiling, reading, computing, communicating, and listening) used by persons who work in business offices
3. relate the use of office skills to specific jobs
4. survey the job market and the future opportunities for business office workers
5. recognize the specific office jobs and skills which interest you most
6. identify your abilities and interests and match these with jobs that make some use of them
7. identify your individual preferences from among those jobs that make use of your abilities and interests
8. select educational opportunities from among those available to you which will prepare you for your chosen job field

Course Hours: 3

Credit Hours: 3

Prerequisite: None

T-BUS 95
INTRODUCTION TO BUSINESS OCCUPATIONS

Outline of Instruction

I. You and the Business World

A. Planning a Career
B. A Career in Office Work
C. What is a Business Office
D. Types of Business Offices
E. Career Ladders

II. The Basic Skills You Need in the Business World

A. The Skills You Now Have
B. The Work Skills You Need
C. The Personal Skills You Need

III. Clerical Jobs

A. Accounts Payable Clerk
B. Accounts Receivable Clerk
C. Billing Clerk
D. Clerk-Typist
E. Credit Clerk
F. Duplicating Machine Operator
G. File Clerk
H. General Office Clerk
I. Library Clerk
J. Mail Clerk
K. Medical Record Clerk
L. Messenger
M. Order Clerk
N. Production Clerk
O. Personnel Clerk
P. Purchasing Clerk
Q. Receptionist
R. Retention Clerk
S. Stock and Inventory Clerk
T. Switchboard Operator
U. Traffic Clerk
V. Transcribing Machine Operator/Word Processor
W. Typist

IV. Secretarial/Stenographic Jobs

A. Administrative/Executive Secretary
B. Legal Secretary
C. Medical Secretary
D. Office Manager
E. Secretary
F. Stenographer

T-BUS 95 Introduction to Business Occupations

V. Accounting/Data Processing Jobs

A. Accountant
B. Bookkeeper
C. Bookkeeping Machine Operator
D. Cashier
E. Computer Operator
F. Computer Programmer
G. Payroll Clerk
H. Teller

VI. Making Your Career Choice

A. Looking at Your Personality
B. Examining Your Office Career Guide
C. Analyzing Your Career Choice
D. Where to Go for More Information
E. Making Dreams Come True

Evaluation

(To be determined by the instructor in consideration of the text adopted and source persons and materials available)

Suggested Text

Morrison, Phyllis C. The Business Office, New York: McGraw-Hill, Inc. 1978

Supporting Materials

Twing, Joyce. 9 to 5 at the Business Office. New York: McGraw-Hill, Inc. 1978

COURSE OUTLINE

T-BUS 96

MODERN BUSINESS PRACTICES

1978

Developed by:

Thomas Jamerson
Business Instructor

Martin Community College
Kehukee Park Road
Williamston, North Carolina 27892

T-BUS 96
MODERN BUSINESS PRACTICES

Course Description

The thumbnail description of this particular course reads as follows: "The student will gain a basic knowledge of the organization, management, and operation of present day business. Included is a study of the inter-relationship of business, consumers, and government."

The key word, as noted above, is basic, since for all intents and purposes the student has no idea of how business works.

In essence, this course is a simplified version of Introduction to Business. It attempts to teach the student on a very basic level how business works, while at the same time recognizing that these students have deficiencies in such areas as reading, English, and math. It is, for all intents and purposes, a forerunner of the Introduction to Business course. Yet, at the same time, it is within itself a very ambitious course, covering a wide area involving more than just a simple view of business; it hopefully will also delve into consumerism, government, and economics. This course, therefore, is more than just spoon feeding; there is meat in it which will hopefully encourage the student to apply himself beyond what he thinks possible.

Objectives

1. To acquaint the student with a basic knowledge of the organization, management, and operation of present-day businesses.
2. To study the interrelationships of business, consumers, and government.
3. To build up a basic vocabulary of business terms which the student can use in other courses and in everyday life.
4. To recognize important business and economic concerns.
5. To understand the ever-changing nature of our economic system.

Course Hours: 3

Credit Hours: 3

Prerequisite: None

T-BUS 96
MODERN BUSINESS PRACTICES

Outline of Instruction

I. What Business Is and Does

A. We Live in a Business World
B. Business Firms Satisfy Our Wants Through Production
C. Business Firms Market Goods and Services

II. Business and Our Economic System

A. A System of Free Enterprise
B. Characteristics of a Free Enterprise System
C. Four Ways of Doing Business in Our Free Enterprise System
D. The Role of Government in Our Free Enterprise System

III. Money, Credit and Banks

A. Money--What it Does
B. Credit--A Means of Transferring Purchasing Power
C. How Banks Help us do Business

IV. Organized Labor

A. Unions and Collective Bargaining
B. Labor-Management Relations

V. Sharing the Cost of Government

A. Collective Buying Through Taxes
B. All Kinds of Taxes
C. How Good is Our Tax System

VI. Understanding Our Free Enterprise System

A. How Our Economy Has Grown
B. Why Our Economy Has Grown
C. Some Continuing Economic Problems
D. Economic Growth Creates Problems
E. Citizenship Responsibilities in a Free Enterprise System

T-BUS 96 Modern Business Practices

Ideas for Instruction

To meet the objectives that this particular course sets for itself, any potential text must meet the following criteria:

1. It must be broad enough to cover all the information set forth in the course outline, yet

2. It must also be written at a very basic reading level, preferably tenth grade.

Suggested Text

The text which this course is built around is Business and You as a Consumer, Worker, and Citizen, published by McGraw-Hill. It breaks the area of business down into very basic components, making it easier to teach, and is written on a seventh grade level, which makes it easier for the low developmental student to understand. Another excellent text is General Business, published by South-Western. It covers basically the same material but at a higher level of reading comprehension (high school level). This text also contains application problems and photographs which demonstrate real-life situations for the student. Both would be excellent texts for this course.

Suggested Magazines

Newsweek (Business Section)
Business Week
Fortune
Forbes

COURSE OUTLINE

T-BUS 97

BOOKKEEPING

1978

Developed by:

Mary Lee Askew
Business Instructor

Martin Community College
Kehukee Park Road
Williamston, North Carolina 27892

T-BUS 97
BOOKKEEPING

Course Description

The student will learn and apply the basic functions of bookkeeping including journalizing, posting to ledger accounts, preparing worksheets and financial statements, and closing the ledger.

Objectives

Upon completion of the course, the student will be acquainted with the

(1) need for accurate and complete accounting records

(2) fundamental accounting equation

(3) analyzing and recording of business transactions involving changes in assets, liabilities, owner's equity, revenue, and expenses in columnar form

(4) debit and credit theory in recording changes in elements of the fundamental accounting equation

(5) analyzing and recording business transactions in a two-column general journal

(6) posting from a two-column general journal to general ledger accounts

(7) preparation of a trial balance

(8) preparation of a worksheet involving adjustments for prepaid assets, depreciation and accrued expenses

(9) preparation of financial statements--income statement, balance sheet, and statement of owner's equity directly from the worksheet

(10) journalizing and posting of the adjusting entries

(11) journalizing and posting of the closing entries

(12) preparation of a post-closing trial balance

Course Hours: 5 (3 lecture, 2 lab)

Credit Hours: 4

Prerequisite: None

T-BUS 97
BOOKKEEPING

Outline of Instruction

I. Introduction

A. Definition of Accounting
B. Users of Accounting Data

II. Fundamental Accounting Equation

A. Assets
B. Liabilities
C. Owner's Equity

III. Business Transactions

A. Effect on the Accounting Equation Elements--Assets, Liabilities, and Owner's Equity
B. Balance Sheet--Statement of Assets, Liabilities, and Owner's Equity Balances as of a Specific Date

IV. Revenue and Expense Accounts

A. Effect of Business Transactions
B. Income Statement—Summary of Revenue and Expenses for a Specific Period of Time
C. Statement of Owner's Equity--Summary of the Changes in Owner's Equity for a Specific Period of Time

V. Importance of Financial Statements

VI. Ledger Accounts

A. T-Account Form
    1. Debit side
    2. Credit side
B. Normal Balances
C. Debit-Credit Theory
D. Trial Balance
    1. Errors exposed by the trial balance
    2. Procedure for locating errors
        a. Transpositions
        b. Slides

VII. General Journal—Two-Column Journal

A. Journalizing Business Transactions
B. Posting to the General Ledger
    1. Chart of accounts
    2. Ledger account form—four-column account

T-BUS 97 Bookkeeping

VIII. Year-End Accounting Procedures

A. Worksheet
   1. Trial balance
   2. Adjustments
      a. Prepaid assets
      b. Depreciation expenses
      c. Accrued expenses
   3. Completion of the worksheet
      a. Income statement columns
      b. Balance sheet columns

B. Financial Statements Prepared from the Worksheet
   1. Income Statement
   2. Statement of Owner's Equity
   3. Balance Sheet

C. Journalizing and Posting Adjusting Entries

D. Journalizing and Posting Closing Entries

E. Preparing Post-Closing Trial Balance

T-BUS 97 Bookkeeping

Suggested Text:

McQuaig, Douglas J. Career Accounting Fundamentals, Houghton Mifflin Company
Chapters 1-6

Workbook: Working Paper for Career Accounting Fundamentals

(Includes working papers, brief objective questions and exercises, review of business math for everyday use, and self-check figures for text problems.)

Practice Set: Practical application for a merchandising firm--separate booklet with complete business papers.

Instructor's Manual

COURSE OUTLINE

T-ECO 98

CONSUMER ECONOMICS

1978

Developed by:

Gale Champion
Business Instructor

Martin Community College
Kehukee Park Road
Williamston, North Carolina 27892

T-ECO 98
CONSUMER ECONOMICS

Course Description

The rights and responsibilities of consumers are emphasized. The student will learn useful skills in buying, managing money, protecting legal interests, getting insurance, and obtaining credit and loans.

Objectives

1. Be able to plan a budget and manage money effectively.
2. Watch out for signs of fraud, quackery or deception and know how and where to get consumer protection.
3. Understand general principles of purchasing and develop techniques of effective consumer purchasing.
4. Be able to make wise purchasing decisions based on quality, durability and suitability with monetary costs.
5. Select servicemen and professional services carefully.
6. Consider the costs of financing, operating, and maintaining a car before buying one.
7. Understand the proper use of credit, the dangers of credit and its advantages.
8. Know what housing is available and how to choose what is suitable, as well as financially practical, for him.
9. Be able to determine if a house is a good buy and if he can afford it.
10. Be familiar with different kinds of financial institutions and the importance of saving.
11. Learn the elementary principles of investments.
12. Understand the provisions of life insurance and how to plan for his insurance needs.
13. Understand the benefits and eligibility qualifications of Social Security, Medicare, and Medicaid.
14. Balance his leisure time activities to make them worthwhile experiences.

Course Hours: 3

Credit Hours: 3

Prerequisite: None

T-ECO 98
CONSUMER ECONOMICS

Outline of Instruction

I. Being a Wise Consumer

- A. Your Place as a Consumer
- B. Finding Consumer Information
- C. Becoming a Sharp Shopper
- D. Your Consumer Rights and Responsibilities

II. Practical Money Management

- A. Deciding How to Use Your Income
- B. Personal Money Management
- C. Family Money Management
- D. The Changing Value of Money

III. Using Banking Services

- A. How Banks Serve You
- B. Opening a Checking Account
- C. Using Personal Checks
- D. How Your Checking Account Works
- E. Making Payments by Other Means
- F. Cashing and Depositing Checks

IV. Using Credit Wisely

- A. Meeting Needs and Wants With Credit
- B. Obtaining a Loan
- C. Buying on Credit
- D. Installment Buying
- E. Keeping a Good Credit Record

V. Insuring Against Economic Risks

- A. How Insurance Handles Risks
- B. Insurance for Vehicles
- C. Home and Property Insurance
- D. Life Insurance
- E. Health Insurance
- F. Insuring for Income Security

VI. Saving and Investing

- A. Planning Your Savings
- B. Using a Savings Account
- C. Investing in Stocks and Bonds
- D. Investing in Real Estate

T-ECO 98 Consumer Economics

Suggested Textbooks: (any one of the following textbooks would be suitable)

DeBrum, Haines, Malsbary, Daughtrey, GENERAL BUSINESS for Economic Understanding, Eleventh Edition, South-Western Publishing Company.

Warmke, Wyllie, and Sellers, CONSUMER DECISION MAKING, Guides to Better Living, Second Edition, South-Western Publishing Company.

Price, Hall, Blockhus, BUSINESS AND YOU As a Consumer, Worker, and Citizen, Fifth Edition, Gregg Publishing Company.

Suggested Magazines:

Changing Times
Consumer Reports

COURSE OUTLINE

T-ECO 99

ECONOMICS OF THE FREE ENTERPRISE SYSTEM

1978

Developed by:

Z. R. Allen
Business Instructor

Martin Community College
Kehukee Park Road
Williamston, North Carolina 27892

T-ECO 99
ECONOMICS OF THE FREE ENTERPRISE SYSTEM

Course Description

The student will learn the fundamental characteristics of our free enterprise system. He or she will gain a better understanding of present-day economic problems including production, consumption, business fluctuations, and labor and management relations.

Objectives

To acquaint the student with:

1. the basic economic problems faced by all economic societies.
2. the economic theories, institutions, policies and practices which affect the solutions to societies' economic problems.
3. how our American economic system combines these economic theories, institutions, policies and practices to solve its economic problems.

Course Hours: 3 (lecture)

Credit Hours: 3

Prerequisite: None

T-ECO 99
ECONOMICS OF THE FREE ENTERPRISE SYSTEM

Outline of Instruction

I. Our Economic System

A. The Meaning and Importance of Economics
B. Our Economic System and Its Evolution
C. Freedom and Specialization in Our Economy

II. Production of Goods and Services

A. Goods, Income, and Production
B. Some Problems of Modern Production

III. Price Determination

A. Competition and Prices
B. Monopoly and Prices
C. Government Control of Prices
D. Prices and Value of Money

IV. Distribution of National Income

A. Sharing the National Income
B. Wages for Labor
C. Rent for Land
D. Interest for Capital
E. Profits for Enterprises
F. Labor Unions and Employers

V. Money, Credit, and Banking

A. Money and Its Use
B. Credit and Its Use
C. Money, Credit and Banking

VI. National Income--Growth and Stability

A. Measuring Our National Production and Income
B. Business Cycles and Economic Growth

VII. Government Finance

VIII. International Economic Problems

A. Buying and Selling Between Nations
B. Making Payments Between Nations
C. Nations With Other Economic Systems
D. Our Interest in the Underdeveloped Nations

X. Domestic Economic Problems

T-ECO 99 Economics of the Free Enterprise System

Suggested Text

Olsen, Arthur R. and John W. Kennedy. Economics--Principles and Applications, Ninth Edition. South-Western Publishing Co., 1978.

Suggested Supplementary Materials

A. Economics--Principles and Applications, Ninth Edition, Study Guides, Readings, and Applications. South-Western Publishing Company, 1978.

B. The American Economy Series, National Association of Manufacturers, McGraw-Hill Films, 1971.

C. The Wall Street Journal

COURSE OUTLINE

MAT 80

PRE-BUSINESS MATHEMATICS

1978

Developed by:

Walter E. Purvis
Business Instructor

Martin Community College
Kehukee Park Road
Williamston, North Carolina 27892

MAT 80
PRE-BUSINESS MATHEMATICS

Course Description

The student will learn the basic mathematical skills as applied to business problems. Emphasis is on the use of fractions, decimals, and percentages in solving word problems.

General Objectives

This course provides the student the opportunity to review and increase his or her skill and competency in the basic mathematical operations involving whole numbers, fractions, decimals and percents. The student will apply these skills in solving current business problems.

Specific Objectives

1. The student will develop skill in the computation of the following in solving number problems and word problems.

   a. addition
   b. multiplication
   c. subtraction
   d. division
   e. fractions
   f. decimals
   g. percents

2. The student will review the arithmetic functions of addition, subtraction, multiplication, and division.

3. The student will review and apply the use of fractions and decimals in solving business problems.

4. The student will learn and apply the rules for using percentages in solving business problems relating to discounts, markup and pricing.

5. The student will learn to use math in calculating payroll.

6. The student will learn how to calculate simple and compound interest and apply these skills in solving interest problems.

Course Hours: 5

Credit Hours: 5

Prerequisite: MAT 97 General Mathematics or satisfactory score on the placement test.

MAT 80
PRE-BUSINESS MATHEMATICS

Outline of Instruction

I. Arithmetic Review - Whole Numbers

A. Addition
B. Subtraction
C. Multiplication
D. Division
E. Application of Arithmetic Operations in Solving Word Problems

II. Fractions

A. Identification of Fractions (Proper and Improper), Mixed Numbers and Prime Numbers
B. Using Prime Numbers in Determining a Lowest Common Denominator
C. Addition, Subtraction, Multiplication and Division of Fractions.
D. Solving Word Problems That Include Fractions

III. Decimals

A. Learning to Read Decimal Numbers
B. Rounding Decimal Numbers to the Required Number of Decimal Places
C. Addition, Subtraction, Multiplication, and Division of Decimal and Whole Numbers
D. Changing Decimal Numbers to Fractions
F. Solving Problems That Include Decimals and Fractions

IV. Percentages

A. Understanding the Use of Percentages
B. Changing a Percent (%) to Decimals and Fractions
C. Identifying a Base, a Percent (Rate), and a Percentage
D. Writing an Equation for B, for R, and for P
E. Solving Problems Where B is Unknown, Where R is Unknown, or Where P is Unknown
F. Using Percentages to Distribute Profit and Overhead Expenses

V. Discounts

A. Defining and Recognizing Trade Discounts and Cash Discounts
B. Calculating the Amount of Trade Discount
C. Calculating the Net Cost From List Prices

MAT 80 Pre-Business Mathematics

D. Calculating Final Discount Dates
E. Calculating the Allowable Cash Discount
F. Calculating the New Payment Due

VI. Markup and Pricing

A. Understanding the Importance of Markup and Pricing in Business
B. Understanding the Difference Between Markup Based on Cost and Markup Based on Retail or Selling Price
C. Calculating the Selling Price and Markup From Cost When Markup is Based on Selling Price
D. Calculating Cost and Markup From a Selling Price When Markup is Based on Cost
E. Calculating Selling Price and Markup From Cost When Markup is Based on Cost
F. Calculating Cost and Markup When Selling Price is Given and Markup is Based on Selling Price

VII. Payroll Math

A. Understanding Payroll Terms
   1. Gross pay
   2. Net pay (take-home pay)
   3. Regular pay
   4. Overtime pay
   5. Price rates
   6. Straight salary
   7. Sales commissions
   8. Payroll deductions
B. Calculating the Gross Pay of Hourly, Salaried, and Price-rate Employees
C. Calculating Commissions Earned
D. Calculating Gross Pay Using a Sliding Rate Commission Plan
E. Calculating Gross Pay Using Salary Plus Commission Plan
F. Calculating Net Pay After Deductions

VIII. Simple and Compound Interest

A. Understanding the Simple Interest Equation $I = P \times R \times T$
B. Solving Problems Using the Interest Equation and the Fractional Cancellation Method
C. Calculating Simple Interest Using 1% Combinations
D. Calculating Compound Interest

MAT 80 Pre-Business Mathematics

Suggested Text

Jake D. Tedder, Pre-Business Mathematics and Computational Review, 1151 Bridgton Road, Winston-Salem, N. C. 1977.

Suggested References

Mathematical Skill Builder, by Gossage and Briggs, 3rd Edition, South-Western Publishing Company.

COURSE OUTLINE

T-SOC 98

STUDY SKILLS

1978

Developed by:

Matthew Garrett
Psychology Instructor

Martin Community College
Kehukee Park Road
Williamston, North Carolina 27892

T-SOC 98
STUDY SKILLS

Course Description

The student will identify his or her achievement level and learning style, plan his or her learning strategy, and develop skills necessary for effective academic success. Emphasis is on self-assessment and the learning process.

Objectives

1. To administer an appropriate achievement test to each student. Based on test results, the instructor will individually consult with the student and point out his or her academic strengths and weaknesses.

2. The student will:

   (a) develop specific educational goals.
   (b) prepare a study time schedule.
   (c) select and utilize a proper study setting.
   (d) be introduced to techniques for improving memory.
   (e) become familiar with techniques for reading and mastering textbooks.
   (f) demonstrate good note-taking skills.
   (g) learn to prepare for examinations.
   (h) learn techniques for taking examinations.

Course Hours: 3

Credit Hours: 3

Prerequisite: None

T-SOC 98 Study Skills

Recommended References (primarily for use by the instructor):

(a) How To Study in College, Walter Pauk, Boston: Houghton Mifflin Co., 1974.

(b) How To Study, Thomas F. Staton.
To obtain copies write to: How To Study
P. O. Box 6133
Montgomery, Alabama 36106

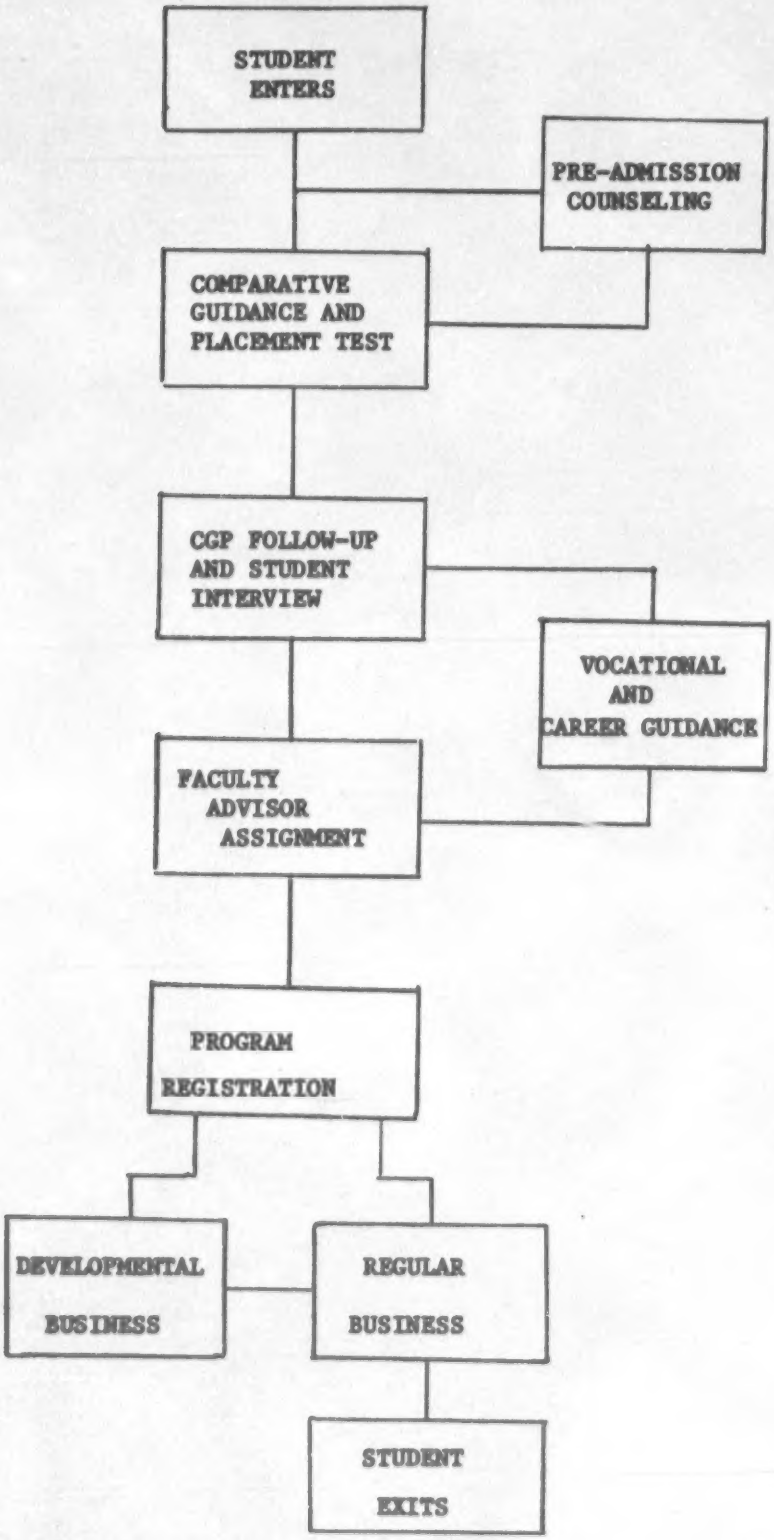
(c) Tips on How to Study, The New York State Counselors Assn.
Albany, N. Y.: Delmar Publishers, Inc.

(d) Filmstrips and workbooks may be purchased from:

The Effective Learning Corporation
28 W. Canal Street
Navarre, Ohio 44662

MARTIN COMMUNITY COLLEGE

RECOMMENDED FLOWCHART FOR COUNSELING AND REGISTRATION



EVALUATION

The formal evaluation of the preparatory business program at Martin Community College was conducted on January 3, 1979. The team consisted of Dr. Coy Hudson and Dr. Jean Overton, Assistant Directors, Program Development Division of the North Carolina Department of Community Colleges; Mrs. Joyce Cherry, Department Head, Business Administration Department, Lenoir Community College; Mrs. Jo Ann Leith, Department Chairman, Business Education, Pitt Technical Institute; Mrs. Elizabeth Price, Department Chairman, Business and Commerce Department, Martin Community College; Mrs. Mary Lee Askew and Mrs. LaVerne Moore, Business Instructors, Martin Community College.

The team members commend the project director and staff at Martin Community College for the comprehensiveness of the model project. The project appears feasible and presents a logical model for the guidance of students who are to enter the preparatory business program. The evaluation team agrees with the project director that the technical skills required for the skills courses would eliminate these courses from the preparatory business program.

Strength may be given to the project through the incorporation of the following suggestions:

1. With the implementation of the project, the evaluation team should be expanded to include a person with proficiency in developmental studies.

2. A testing program should be implemented at the conclusion of the preparatory business program to determine if the program has met its goals.

3. As the project progresses, periodic review should be given to the CGP to determine the correlation of success of business students with areas tested on the CGP.

The team feels that the model preparatory business program can be a very successful addition to the associate degree business program. It is felt that the selection of competent and understanding personnel for this program may be the determining factor for its success.